DOCUMENT RESUME

ED 337 410 SO 021 632

AUTHOR Svengalis, Judith N.; Johnson, Virginia
TITLE K-12 Music Program Evaluation. Report Number 90-239.
INSTITUTION Des Moines Public Schools, IA. Teaching and Learning Div.
PUB DATE Sep 90
NOTE 60p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bands (Music); *Curriculum Evaluation; *Educational Needs; Educational Objectives; Elementary Secondary Education; *Music Education; Orchestras; Program Evaluation; *School Districts; Student Educational Objectives; Vocal Music
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

This paper summarizes an evaluation of the kindergarten through grade 12 music program of the Des Moines (Iowa) Independent Community School District. Major topics include: the music program's purpose, context evaluation, input evaluation, process evaluation, product evaluation, and future plans. The music program offers required music in kindergarten through grade 6. Vocal elective music includes chorus (elementary school); chorus (middle school); and chorus, chamber choir, and swing choir (high school). Elective band and orchestra study begins in the fourth grade and continues through high school. Jazz bands exist in some middle schools and in all high schools in the district. The music supervisor's role is defined. Accomplishments and results are summarized separately for kindergarten through grade 5, grades 6 through 8, and grades 9 through 12. Future plans for providing music in a world-class school are discussed in the following areas: commitment to the music program, teacher re-education and inservice education as a specific groups, equipment, and travel and enrichment funding. The 1989-90 Elementary Instrumental music survey data is provided in tabular form. Data on instructional enrollment changes, middle school music enrollment, high school vocal and instrumental music involvement, total high school music involvement, the Des Moines Solo Festival 1990, the Solo/Ensemble Festival 1990, 1989-90 Decentralized music budget by school (elementary, middle, and high schools), elementary schools and music teachers 1990-91, band faculty 1990-91, and string faculty 1990-91 are included in the appendices. (DB)

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90-239

AGENDA

K - 12 MUSIC

PROGRAM EVALUATION

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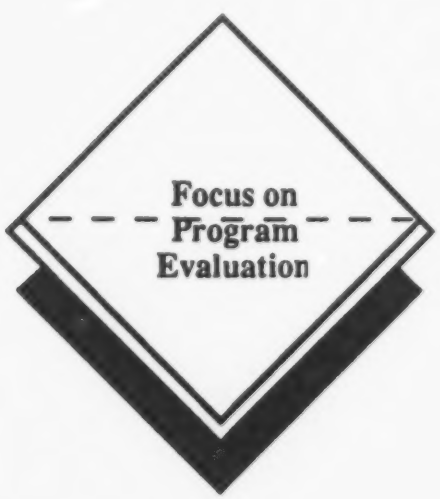
SEPTEMBER 1990



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EVALUATION ABSTRACT

K-12 MUSIC PROGRAM

SEPTEMBER 1990

Description

The music program offers required general music in K-6. Vocal elective music includes chorus (elementary), chorus (middle school), and chorus, chamber choir and swing choir (high school). Elective band and orchestral study begins in fourth grade and continues through high school. Jazz bands exist in some middle schools and in all high schools.

Staff and Budget

Music staffing costs are approximately $2,802,633.00.
Non staff music expenditures are approximately $91,160.00.
High school budgets are supplemented by booster funds and student assessment.

The music supervisor:

1. Total Program:	provides continuing evaluation and revision of music teaching and learning in the district.
2. Curriculum:	provides for development, implementation, evaluation, and revision.
3. Equipment:	provides for evaluation, maintenance, acquisition of specified equipment, and offers assistance in the same for individual schools.
4. Teachers:	assists in the hiring, placement, and evaluation of teachers. provides encouragement and supervision.
5. Youth Symphony:	oversees the organization and operation of the Greater Des Moines Youth Symphonies (2).
6. Extensions:	seeks, evaluates, and promotes further music experiences for students (groups & individuals) and teachers with the district (e.g. festivals, All-State, conferences, contests, in-service, showcasing, etc.).

7. Liaison: facilitates articulation and cooperation with respect to school-school, teacher-teacher, school system-community, school system-outside Des Moines, teacher-principal, teacher-parent, connections in regard to curriculum, evaluation, opportunities, expected achievement, etc.

Summary of Accomplishments/Results

K-5 Instrumental music study is improving. The Elementary Instrumental Task Force was established in 1989-90 to provide direction. Regional Recruitment/Orientation nights have provided parents with necessary informa-tion in regard to instrumental study. Music aptitude tests have provided a tool for improving instruction. Retention of students continues to be a major focus. Instrumental resource books are planned for the staff. Students in the program will receive an instrumental newsletter. Enrollment is up.

6-8 The Junior Youth Symphony has been established as a full-year feeder group for the Greater Des Moines Youth Symphony. A middle school string festival is underway for November. Music in Education, a technology-assisted curriculum is planned for January, 1991 at Callanan. Middle school vocal curriculum will be revised this year. The middle school performance enrollment is not yet achieved which will provide a solid basis for a superior high school program. Language and Central Academy are steady rivals for music performance participation.

9-12 All high schools now have a string specialist for the orchestra. Full orchestras (strings and winds) are in place after marching band at Roosevelt and Hoover High Schools. High School vocal curriculum will be revised and textbooks selected this year. Numbers in all performance groups are steady but not yet at the level needed for true competition in our class. Non-performance options are yet to be developed. The student is faced with choices opposite music involvement: work and a heavy academic course load.

Future Plans and Summary

To provide for music in a world-class school will require attention to at least the following areas:

1) Commitment to music program
   A. Non-performance options in high school
   B. Student time
   C. Equipment
   D. Philosophy (new instructions for nuclear family)

2) Teacher re-education and inservicing as a specific group

3) Equipment

4) Travel and enrichment funds

If needs are met:

1) Improved teaching
2) Increased retention
3) Increased achievement
4) Increased visibility
5) Increased options for study

Money alone does not ensure excellence. Much of the answer is planning and hard work. Money does, however, allow these essential partners to function.

Music education in the Des Moines schools is alive but has yet to achieve the vitality of which it is capable. Attention to the above mentioned future plans will allow the interlocking of students, patrons and teachers, thus propelling this city to stand as a model in music education.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines IA 50309-3399. Telephone: 515/242-7839.

TABLE OF CONTENTS

Mission 1
- District Mission Statement 1
- Mission Statement for Music 1

Context Evaluation 2
- History 2
- Standards 4
- Current Program Description 6
  - Content 6
  - Enrollments 8
  - Instructional Methods 9
  - Additional Opportunities 10
- Past Needs 11
- Goals and Objectives 12
- Recent Improvements and Additions 13
- Other Context Information 15

Input Evaluation 16
- Budget 16
- Human Resources 18
- Textbooks, Equipment and Supplies 21
- Student Time in Music 22
- Community Relations and Resources 23
- Space Allocations 24

Process Evaluation 25
- Responsibility Statement of Supervisor 25
- Current Year Goals/Objectives Being Monitored 25
- Supervisor Objectives 26
- Consultant Responsibilities 27
- In-Service/Staff Development 28
- Professional Meetings 29
- Management System for Monitoring 30
- Other Process Information 30

Product Evaluation 31
- Testing 31
- Competitions - Regional and State 32
- North Central Association Evaluation 32
- Supervisor's Observations 33

Future Planning 34

Appendices 36

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

MUSIC

The Des Moines Independent Community Schools will provide a quality music education program for all students in grades K - 12. As a result of instruction, students will acquire music knowledge and skills, and will develop positive attitudes toward a variety of music in their own culture and in diverse cultures of the past and present. The ultimate goal is to produce, as a result of the music nurturing within our schools, students who eagerly pursue more music as both performers and literate consumers of the music of others .

Context Evaluation

History

The Des Moines Public Schools Music Department enjoys a proud history. Reorganization and responses to perceived needs through the years have resulted in change of focus and definition. Elementary general music, the springboard to further music involvement, was at one time very different from the present program. Music in kindergarten through third grade was taught (albeit with a variety of competence) by the elementary classroom teacher. This teacher was assisted by the elementary music consultants. These consultants were also strong supporters of the music specialists who taught music in grades four through six.

The instrumental program 20 - 30 years ago bears little resemblance to that of today. Elementary students (grades 4 - 6) were offered private lessons (paid by the students) and bands and orchestras (composed of those private students) were directed by the general music specialist in each school. Free group lessons began about 1963. Regional bands existed for the more advanced students.

At the middle school level, both band and orchestra were directed by the band specialists. It was assumed that participants would study privately (at their own expense). A roving string specialist was hired to assist with string concerns.

Thirty years ago, contests at the secondary level were not of great concern. All-State, state large group contest, and perhaps the solo/ensemble festival were the primary contests of that time. Jazz Band and Swing Choir were not yet national thrusts. Students in both choral and instrumental music were afforded access to the classes in those years prior to the era of the working student and pre-college pressure for excellence (including the college recommendation of advanced courses and foreign language).

Administratively, the music department was tightly controlled. It included a centralized budget (which was quite substantial for the time), as many as five consultants (including one for secondary vocal and one for instrumental), a fairly strict curriculum at all levels, expected standards for achievement, and adequate secretarial support staff to administer this program.

Thirty years ago, one would have heard fine bands at all levels in the schools. The elementary bands were strong (6th graders with two previous years of private lessons); the junior high bands were strong (9th graders were quite good) and the high schools had adequate numbers of unencumbered students.

Choirs were also more than adequate at all levels. There was a strong emphasis on music reading and two and three-part harmony singing in grades four through six. Elementary music textbooks were primarily collections of songs.

Children's Concerts at KRNT Theater, North High, and later the Civic Center were a highlight of the elementary music school year. Listening was approached very systematically through this live performance opportunity. Many loyal Civic Music and Symphony attendees credit this experience for exposing them to the joys of live performance.

Junior high and high school choirs were sometimes separated by gender (boys chorus and girls chorus). All students were concerned with sound, and those groups not singing acappella were usually accompanied by the piano (not the tape of today). Fine sound was a prime goal and amplification was a rarity.

Orchestras were often full orchestras (with some wind instruments) in elementary, junior high and high schools.

Other events in the history include the "Music by TV" era. During the early 1960s, KDPS -TV provided music assistance to the classroom teacher who taught his or her own music. The three television teachers presented the lesson while ready classes had access to this "real music teacher." At this time, staff was increased at the elementary level. After music education television went statewide, the classroom teachers did not have television music lessons and wanted music specialists in their buildings.

The Director of Music of thirty years ago could command attention by both teachers and pupils by an appearance in the classroom or rehearsal room.

Standards

Music teachers in the Des Moines schools must meet the following criteria for music certification in accordance with the Iowa standards.

Music (K - 6)

Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history and applied music.

Music (7 - 12)

Completion of 24 semester hours in music to include course work in music theory (at least two courses), music history (at least two courses), applied music and conducting.

Iowa Department of Education Accreditation Standard:

Grades 1 - 6

Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.

Grades 7 - 8

Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

Grades 9 - 12

Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

Comment:

A fundamental goal of music education is to develop student's artistic literacy by providing opportunities to develop knowledge, skills, and attitudes in using music effectively and independently. Learning to recognize the importance and value of music in one's life is another major goal.

The Music Educator's National Conference has set guidelines for minimum programs and outstanding programs. Throughout this document, reference will be made to those guidelines when appropriate.

Iowa High School Music Association guidelines require that a student be a member of a primary performance group. For example, a student in swing choir only, cannot audition for all-state. The student must be in mixed chorus or concert choir. This rule exists to ensure students a balance in music education.

Current Program Description

Content

Required Music - Vocal/General

Grade	Minutes	Classes Per Week
K	30	1
1	30	2
2	30	2
3 - 5	45	2
6	42	5 per 2 weeks
7	42 (average)	5 per 2 weeks (1 semester)

Elective Music - Vocal/General

Grade	Elective Course	Classes Per Week
3 - 5	Chorus	1 - 2 (usually outside the school day)
8 (some schools)	General Music	5 per 2 weeks
6 - 7 - 8	Chorus (non-selective; opportunity varies)	varies
	Swing Choir (most a select group)	varies
9 - 12	Chorus (non-selective)	daily
	Chorus (selective)	daily
	Swing choir (selective)	daily
	Chamber choir (selective)	daily

Elective Music - Instrumental

4-5	Band Instruments (group lessons)	1 per week
	Strings (group lessons)	1 per week
	Each school has a large group experience if there are sufficient students	1 per week beginning October
6-8	Band and String Orchestra	2 1/2 per week to daily (varies in schools)
	Jazz Band (in most schools)	varies
	Schools group students in the above groups in a variety of ways including level of achievement, grade level, number of students and time allotments.	
9-12	Band	daily (plus group lessons if time)
	Orchestra	daily (plus group lessons if time)
	Jazz Band (selective)	daily (plus group lessons if time)
	Lincoln has two concert bands and two jazz bands. North had a few students in a beginning band.	

Private Lessons

Private lessons are available in elementary through high school for $7.00 per half hour. This option is provided for 6 or more like instruments. Piano lessons begin in third grade and are in place in 20 elementary schools and 3 middle schools. Band and string lessons are rare in elementary but serve a need in several secondary schools. For example, Weeks has approximately 50 students with this option.

Enrollments

Elective music course enrollments (as specified in Appendices) require explanation.

Elementary Instrumental Enrollment

Looking at the 1989/90 Elementary Instrumental Survey (Appendix A), it can be observed that at Adams Elementary School 48 students studied band, 14 studied strings for a total of 62 students. These 62 students comprised 47.33 percent of the fourth and fifth grade population at Adams. Of those students in band, 7 (or 14.58%) used a school instrument and 13 (or 92.86%) of the string students used a string instrument. It can be observed that in seven of the elementary schools, 50% or more of the 4/5 grade population chose to study an instrument. Interesting as the percentage enrollment figures are, perhaps more meaning can be derived from the use of school instrument columns. In reference to band instruments, only four schools had 50% or higher in students using a school instrument. Thirty-one schools had 50% or higher in the number of students using a school string instrument. It would appear that our string program is heavily dependent on the availability of instruments.

In regard to changes in enrollment in instrument music activity in the past year (as can be seen in Appendix B), the largest rise last year was at Windsor where enrollment was up 33 students.

Middle School Enrollment

Appendix C (Middle School Enrollments) outlines the differences in schools. Numbers are somewhat misleading, however. The Brody orchestra is primarily sixth grade. The same is true at Meredith and Merrill. The vocal numbers are also misleading as only four schools have a choral option at sixth grade. In other schools, choral work is then a part of general music class.

High School Enrollment

The figures given in Appendix D, E, and F are self-explanatory. The small differences in some areas cannot be viewed as significant. The figures are smaller than one would assume for schools in Des Moines. It can be observed that when comparing the percentages of high school enrollment in 1987 and 1990, Hoover, Roosevelt and Lincoln are slightly up, and East and North are slightly down.

Instructional Methods

Elementary School

General music is taught in a classroom setting. In addition to the intact classroom, most schools have mainstreamed students in music classes. In some classes, these additional students may number as high as five.

Group elementary instrumental instruction is offered to any interested student if an appropriate instrument is available. Students may rent (from a music store), buy or borrow an instrument from the school (if available). Group size varies from one to nine.

Elementary chorus is "large" group. The interested students usually meet outside the school day. Elementary band or orchestra (if there are sufficient students) is normally held before or after school.

Middle School

General music is taught in a large group setting as is band, orchestra and chorus. Instrumental instruction is available for like instruments in some middle schools both during and outside the school day. All instrumental teachers at the middle school level have other school assignments which must be coordinated.

High School

Performance music at the high school level is "large group." Much of the work of the performance teacher must of necessity be during alternating "pull-out" times for sectionals and small groups as well as during the hours before and after the school day.

Additional Opportunities

Edmunds Fine Arts Academy

Edmunds offers the standard general music, vocal and instrumental opportunities. Students may also choose to study steel drums, harp, piano and Suzuki violin at no charge for lessons. All students at Edmunds enjoy frequent exposure to the Des Moines Symphony Quartet and a regular parade of visiting musical artists to Des Moines.

Greater Des Moines Youth Symphony

This group was conceived over twenty-five years ago as an extension of string and wind music in the Des Moines schools. It is heavily funded by the Des Moines Schools (conductor of the Youth Symphony and one-half the salary of the Junior Youth Symphony as well as $900 for music each year). The Supervisor of Music is heavily involved with the parent board of this group which has two separate orchestras with the less advanced group an important feeder for the more accomplished one.

Suzuki Violin at Woodlawn

Suzuki violin instruction is offered as a private lesson option (at student expense) for 1st and 2nd graders at Woodlawn as is harp for 4th and 5th graders.

Summer Instrumental Program

Students in grades 4 through 8 may elect to have summer band or string group instruction for $10.00 per five-week session. Instruction is held in five middle schools sites. Private lesson teachers are also available (at the student's expense).

Festivals

The Des Moines schools sponsors two instrumental festivals. The Piano Festival is held at Meredith Middle School the third Saturday in February. Currently, five centers are in operation with participating students of the private piano programs in the Des Moines schools and the students from private piano studios throughout Des Moines.

The Instrumental Festival is held the fourth Saturday in February at five middle schools. Participating students are primarily from our elementary and middle school programs with the exceptions at the high school level in strings.

Every effort is made to nurture the student in the festival process. This includes preparation, performance and post-performance consultation.

Past Needs

The most obvious changes have been due to budget demands and perceived needs of the district. The past ten years have seen reductions in elementary music specialist time for instruction and an equalization of time for physical education, art and music instruction at the elementary level. Both focus and achievement in music have been altered in the formation of the middle school. Exploration of other academic areas has limited the steady attention to performance music as was once enjoyed. Instrumental performance has been vitally changed as a student rarely returns to a band or string instrument. The need for equity bussing has produced uneven feeder patterns for instrumental music. Beginning fourth grade students as well as middle school and elementary students cannot foresee either their next immediate school or their family's next residence. Balanced instrumentation at the high school level is difficult to achieve in a mobile society.

Other budget needs have altered the music department efficiency. The present supervisor is on contract for 10 1/2 months rather than the previous twelve. This necessitated the request for three weeks per diem work during the past two summers. The one remaining consultant has been reduced twice during the past five years and is now at a 0.5 time contract. The department secretary holds a 0.5 time contract as a result of reorganization during the past five years.

The need to provide for a de-centralized budget for music (as in other areas) has produced a wide divergence of expenditures for music. It has also given rise to the present reluctance for sharing instruments.

The need for a positive approach to integration has resulted in the stellar Edmunds Academy for the Fine Arts. This applaudable program has been most beneficial for the students and serves as a very visible institution of excellence in the Des Moines system.

The need for commemoration of the Bi-centennial gave rise to the All-City Music Festival, which was first held in 1974. This semi-annual event at Veterans' Auditorium has been retired for the present as we search for alternatives to this large expenditure of time and money.

Goals and Objectives

The goal of our music program is to produce musically literate students with a zeal for further music as either performers or recipients of the performance of others.

Our goals are:

- to increase the percentage of students electing music.
- to retain students with ability and interest level appropriateness.
- to raise the level of performance groups.
- to further provide for the nurturing of students from all levels of income and ability (both musically and intellectually).
- to improve communication about our offerings with parents, administration and the larger community.
- to provide non-performance music learning at the high school level.
- to provide for the continual updating of curriculum at all levels.
- to adequately provide for the nurturing of music teachers to accomplish the above-given objectives.

Recent Improvements and Additions

Two recent additions to the music education process have been the Regional Recruitment Orientation nights for parents of instrumental students and the administering of the Intermediate Measures of Music Audiation (IMMA). The former (given in all ten middle schools) has served to give parents a background of the instrumental study option. The later (given in the spring to all 3rd grade students) has served as an aid for tailoring general music instruction for specific classes and as a means for counseling beginning instrumental students. This music aptitude is viewed as one more tool for improving music instruction both individually and in a group.

The Junior Youth Symphony (formerly a second semester ad-hoc group) has been recently united with the Greater Des Moines Youth Symphony to provide a logical feeder for this twenty-six year old extension of Des Moines school instrumental music. Parents and students of the Junior Youth Symphony are nurtured by a model of performance as exemplified in the senior group.

The Elementary Instrumental Task Force was established during the 1989-90 school year in an effort to provide new direction for elementary instrumental study. A report to the school board from this group is forthcoming.

Several important changes have occurred in the string program within the past two years. The orchestra at East High School is now under the direction of a string professional rather than the band director. This is of vital importance because a large number of the string students do not study privately and need continual string guidance. All high school orchestras are now under the direction of a string teacher. The middle schools are not yet converted to this philosophy. Hoyt Middle School remains at the direction of a band teacher with minimal string assistance and Hiatt Middle School is jointly directed by the band and string teachers assigned there.

The second important change is that of the full orchestra (strings and winds) at both Roosevelt and Hoover High Schools each year after the marching band season. This is the normal procedure (one or two days per week) in most Iowa high schools with a string program. Plans are underway to slowly arrange for this opportunity in the remaining three high schools.

Two years ago, the Supervisor taught music via technology at Watrous Elementary. Two third grade classes participated in this hands-on approach in a pilot project through Yamaha. This participation enabled us to purchase, at a very reduced price, the revised keyboards and control system for the sixth grade at Callanan. This package of hardware and curriculum materials will be delivered in January, 1991.

In addition to this project, we will continue to monitor the newest technology in music in searching for affordable, user-friendly hardware and software to update our music classrooms. Technology is at the threshold of providing some wonderful tools to aid in the music nurturing of our students.

Curriculum revision work is slated for middle and high school vocal programs. These projects will serve to both improve the framework for instruction and to tap the expertise and cooperation of those involved in the process of forming and writing the curriculum.

Communication has improved in several areas of the staff. Elementary school general music teachers have been meeting (on their own time) in three areas of the city to share activities and teaching strategies. Middle school vocal teachers have this year begun to do the same on a monthly basis. Elementary school band teachers recently met to share beginning band expertise.

Instrumental notebooks are in the process of compilation. These "sharing" books will provide both a means for sharing the expertise in our staff and also serve as a tool for the formation of an instrumental team for teaching and learning (as opposed to individuals).

Elementary band and string students are slated to receive either the Band Times or String Times, one page music newspapers with popular-type paragraphs, designed to foster pride in instrumental study and educate students and parents in regard to the instrumental world.

Other Context Information

Both required and elective music instruction in the Des Moines schools are driven by state standards, board decisions and patron demands. They are heavily affected by the educational "fads" of music and non-music. We today operate largely as we do in music because of out-of-school and in-school demands and much less so because of the demands of music philosophy.

Music, ideally, can be separated into the areas of composition, performing and listening. The schools (and we in Des Moines) emphasize primarily the area of instrumental and vocal performance. We attempt to take everyone at his/her level and nurture a positive self-image through music, but we are primarily judged by the level of our performance.

Music should be both process and product. The low percentages of students participating at the secondary level may well be a reflection of the inability or lack of desire to persist in the "copying" or practicing necessary to produce a superior sounding group. Because of our past emphasis on large groups and the school economic situation, the accepted practice has been to primarily limit performance to large group efforts. How distinct this contrast is to the visual art classroom. Students do not practice drawing together more and more exactly. Listening, with the development of both vocabulary and critical ears has been recently approached at the elementary level as has simple composition (creating), but neither listening nor composing has been a focus in the secondary schools of Des Moines.

Input Evaluation

Budget

Funds for the operating costs and materials for the music program are provided for within the central office budget. Totals for the specific categories are as follows:

Central Office Budget (Administered by the Supervisor of Music)

Music Festivals & Transportation	$7,515.00
Experimental Materials	500.00
Filmstrips, VHS, Etc. (Elem.)	400.00
Choral & Testing	1,943.00
Filmstrips, VHS, Etc. (Sec.)	300.00
Adult Band	200.00
Youth Symphony	900.00
Ensemble Music	150.00
Orchestra Music	500.00
Elementary Band & Orchestra	800.00
Capital Outlay	
Tape & Record Equipment	500.00
Elementary Band/Orchestra	4,000.00
Piano Replacement	20,000.00
Total	$38,008.00

Repair and Maintenance (Business and Finance) $32,000.00

Decentralized Schools

Budgets for Music (1989-90) (Listed in Appendices by school)

High School	Total	$32,966.00
Middle School	Total	15,196.00
Elementary School	Total	4,990.00

Music budgets per school do not approach equality at this time. More importantly, however, it should be noted that spending is so limited that less than essentials can be included. For example, music instruments cannot be replaced as they should be for a quality program.

In addition, music booster groups at the high school level subsidize the program in specific areas. Middle school programs are subsidized by a portion of fund-raising projects. Examples of the assistance by booster groups are as follows:

North Band Boosters	Weeks Fund-raisers
Lincoln Band Boosters	Merrill Fund-raisers
Hoover Band Boosters	Goodrell Fund-raisers
Roosevelt Instrumental Boosters	
Roosevelt Vocal Boosters	

High School groups rely heavily on student/parental fund-raising for basics as well as other needed items. Students in high school programs are financially responsible also for specific costs such as swing choir costumes and trip expenses.

Note: An example of student and parent cost at the high school level.

Lincoln Band	$ 30.00	uniform fee
	23.00	shoes
	12.00	fall bus fee
	20.00	spring bus fee
	300.00	lessons at school or outside school (60-70% take private lessons)
Lincoln Band Boosters	$10,000.00	uniforms
	3,500.00	extra help and flags

Elementary PTA's are often tapped for specific requests such as Orff instruments, band instruments and instrument cases.

Human Resources

Music Staff

Position	Full-time Equivalency
Supervisor of Music	1.0
Consultant	0.5
Music Secretary	0.5
Teachers/Associates	**74.85**
Middle School Vocal	12.5
Teacher Associate	1.0
Instrumental	25.65
High School Vocal	5.5
Elementary Vocal	30.2

1990-91 Costs are as follows:

Music Supervisor	1.0	
Music Consultant	0.5	$70,608.00
Secretary	0.5	
Music Teachers	74.85	$2,732,025.00 (based on average teacher salary of $36,500.00)
Totals	**76.85**	**$3,802,633.00**

Additional teachers are hired per hour at Edmunds to run the specialized opportunities there such as harp, piano, Suzuki violin, etc.

Full-time equivalency of staff is as follows:

	School	Band	Orchestra	Vocal
High School	Hoover	1.0	Part-time	1.0
	Lincoln	1.5	Part-time	1.5
	Roosevelt	0.5	Part-time	1.0
	North	1.0	Part-time	1.0
	East	0.7	Part-time	1.0
Middle School	Callanan	0.5	Part-time	1.0
	Hiatt	0.5	Part-time	1.0
	Hoyt	0.5	Part-time	1.0
	Harding	0.5	Part-time	1.0
	Goodrell	0.5	Part-time	1.3
	Weeks	0.5	Part-time	1.3
	McCombs	0.5	Part-time	1.0
	Brody	0.5	Part-time	1.0
	Merrill	0.5	Part-time	1.0
	Meredith	0.5	Part-time	2.0 (some drama)
	Van Meter			1.0

Elementary Instrumental

Full time	2.8	
Part time	8.7	(18 teachers)
Total	**11.5**	

Elementary band and string group instruction is offered in all elementary schools containing fouth and fifth grades, the exceptions being Jefferson and Phillips (traditional schools).

Note: Most middle school band teachers are given a 0.5 assignment in elementary schools. String teachers usually teach at all three levels.

	Schools	Teachers Full Time Equivalent
Elementary Vocal	Adams	.8
	Brooks	.6
	Cowles	.1
	*Douglas	1.0
	*Edmunds	1.0
	Findley	.6
	*Garton	1.0
	Granger	.8
	*Greenwood	1.0
	Hanawalt	.6
	Hillis	.8
	Hubbell	.9
	Jackson	.7
	Jefferson	.6
	Lovejoy	.5
	Lucas	.7
	Madison	.8
	McKinley	.5
	Mitchell	.5
	Monroe	.8
	Moore	.9
	Oak Park	.8
	*Perkins	1.0
	Phillips	.4
	Pleasant Hill	.6
	Rice	.6
	*Studebaker	1.0
	Watrous	.6
	*Windsor	1.0
	*Woodlawn	1.0
	Wright	.6

* These schools have a full time general music teacher.

Other above schools have one teacher who is less than full-time. That teacher may be on part-time contract or may be a part-time teacher in another elementary school.

The schools below have two teachers sharing the general music classes.

Cattell	.4	.4	McKee	.6	.1
Findley	.4	.2	Moulton	.4	.6
Howe	.4	.3	Park Avenue	1.0	.1
King	.4	.4	Stowe	.4	.4
Longfellow	.3	.4	Wallace	.5	.2
Mann	.2	.4	Willard	.3	.6

Textbooks, Equipment and Supplies

Silver Burdett World of Music 1988 is our adopted textbook series for grades K - 8. Records for music listening (literacy) are included in the adoption. The central budget includes testing, library materials, piano replacement, district-wide events (such as the piano and instrumental festivals), Youth and Junior Youth Symphony music, Adult Band music, middle school string music and elementary band and string music.

Individual schools are charged with meeting music budget needs, specific to their school. Past practice and principal priorities drive this to a large degree in the schools. Some are well-supplied and others are less adequately supplied.

Almost all elementary schools were supplied with up-to-date stereo equipment in the fall of 1988.

Grand pianos in the secondary schools are beginning to need serious attention. Two at Hoover were rebuilt last summer. This appears to be an effective way to update our large pianos when they are worth this treatment.

Instruments (band and string) are of grave concern. Budget constraints through the years have put this replacement on "hold" and they are now needing extensive repair or are, to a large extent, not feasible to repair. This problem needs a full study, including the financial needs of students in our programs. It has been assumed that students using a "small"* school instrument would "buy" by middle school. If parents refuse, the student must choose to drop or we must supply for those with need. Ascertaining need is never easy, and students on the borderline become the music "at-risk" students.

Textbook review is underway for high school vocal texts for adoption during the present year.

*"Small" indicates the normal beginning instruments. This does not include tubas, French horns, baritones, etc.

Student Time in Music

Required Music

Students in the required courses of music have more minutes of instruction as they mature. This is based on the assumption that one can build on that already learned. It is also perhaps due to a retention of the days when specialists taught only 3 - 6 music and consultant-guided classroom teachers to teach K - 2 music. Early childhood research indicates that the early years are extremely important as a foundation. It can be argued that 30 minutes per week in kindergarten is far short of the recommended time (MENC* minimum program is 105 - 125 minutes per week in 30 - 35 minute sessions).

Elective Music

Elementary instrumental music is recommended for three times per week for 35 - 40 minutes by MENC in a minimum program.

Other

Perhaps the most important missing course at the high school level in Des Moines in regard to music is that of non-performance. There is no course for that student to learn about music if he/she does not wish to or cannot perform. The Iowa Model Music Curriculum recommends the following three non-performance courses for consideration:

1. Basic Musicianship is designed for students with music interest as an expansion of junior high general music experience.

2. Music Composition, Theory and History is designed for students with recognized talent who are considering music as a career.

3. The Cultural Arts is designed as a survey of music and society.

*Music Educators' National Conference

Community Relations and Resources

Secondary performance groups are frequent performers for both school and non-school audiences including the "showcase" held last spring at both Kaleidoscope and Capital Square in Des Moines.

Performances are an important outgrowth of music instruction at all levels and occur in all schools.

Iowa's Largest High School Band (with performers and flag-bearers from all five high schools) was directed by retired Drake professor Don Marcouiller last May in the Nollen Plaza pool area.

The Supervisor of Music serves on the boards of the Greater Des Moines Arts and Recreation Council and the Quality of Life Coalition. An important function of the former is the education committee assignment.

The Supervisor is presently the president of Iowa Music Educators' Association, is chair of the curriculum committee of the Iowa Arts "Aim for Excellence" Project and has recently been named to a national task force on "Music and the At-Risk Child" by the Music Educators' National Conference.

Music professionals from Drake, the Des Moines Symphony, and the community are frequently utilized in music situations in the schools. Maestro Joseph Guinta of the Symphony last year took a rehearsal of the Junior Youth Symphony, retired Professor Don Marcouiller of Drake conducted "Iowa's Largest High School Band" at Nollen Plaza, and former teachers and music professionals give of their time and expertise for our schools.

The Arts and Recreation Council of Greater Des Moines has supplied, for a minimal cost, music residencies in both school and after school settings. This resource has promoted the use of the Arts/Rec card which enables students to attend music events at a lowered price.

Both of the orchestras in the Greater Des Moines Youth Symphony last year attended a Sunday afternoon concert as guests of the Symphony. The Pioneer String Quartet of the Symphony was enjoyed in many schools and is also scheduled for this year. The impact of the Des Moines fifth grade attendance at the April Children's Concert of the Des Moines Symphony cannot be overstated. This "going to the Civic Center" experience is a meaningful glimpse of the world of live performance.

Space Allocations

Elementary general music instructions more properly occurs in a music classroom. With space limitations due to uncertain enrollments and other unforeseen restrictions, some students receive music in a room shared by the art teacher or in other available space.

Instrumental instruction at the elementary level occurs in both adequate and inadequate areas. Large groups (six or more) of certain instruments cannot operate with ease in small areas. Many older elementary schools contain rooms labeled "music" which are too small for group instruction. They were built for the private instruction days of thirty years ago. Space limitations have forced some instrumental instruction into areas not designed for such.

Middle and high school music areas are largely adequate. Some schools are in the process of building or updating the music area or areas. One much improved facility is that of East High School vocal. One area which still merits attention is that of the shared vocal/band at McCombs Middle School.

Process Evaluation

Responsibility Statement of Supervisor

The responsibility of the Supervisor of Music is to nurture the management and quality of music education for all students in the Des Moines schools.

The music supervisor:

1. Total Program:	provides continuing evaluation and revision of music teaching and learning in the district.
2. Curriculum:	provides for development, implementation, evaluation, and revision.
3. Equipment:	provides for evaluation, maintenance, acquisition of specified equipment, and offers assistance in the same for individual schools.
4. Teachers:	assists in the hiring, placement, and evaluation of teachers. provides encouragement and supervision.
5. Youth Symphony:	oversees the organization and operation of the Greater Des Moines Youth Symphonies (2).
6. Extensions:	seeks, evaluates, and promotes further music experiences for students (groups & individuals) and teachers with the district (e.g. festivals, All-State, conferences, contests, in-service, showcasing, etc.).
7. Liaison:	facilitates articulation and cooperation with respect to school-school, teacher-teacher, school system-community, school system-outside Des Moines, teacher-principal, and teacher-parent connections in regard to curriculum, evaluation, opportunities, expected achievement, etc.

Supervisor Objectives

Supervisor objectives for 1990-91 are as follows:

Weight	Description
20%	With the assistance of the Executive Director of Elementary/Early Childhood Programs, the Supervisor of Music will analyze the elementary instrumental department and program with respect to the following: 1) Human resources and delivery system 2) Instrumental resources and delivery system 3) Student and parent resources 4) Curriculum and delivery system 5) Community and school support and expectations 6) Impact of necessary changes The established Elementary Task Force will present findings and recommendations during the year.
30%	The Supervisor of Music will visit classrooms, attend concerts, conference teachers and consult with principals in regard to curriculum, delivery, achievement, and evaluation.
20%	The Supervisor of Music will function as a liaison with respect to parents, central administration, community, state and national in regard to the music education contained and desired in the Des Moines schools.
10%	The Supervisor of Music will maintain records, prepare reports, facilitate ordering and present materials, and respond to needs from the administration and beyond.
20%	The Supervisor of Music will provide for future directions with respect to music education in the Des Moines schools. This will involve the formulation of a five year plan.

Consultant Responsibilities

The 0.5 Music Consultant will do the following:

1. Counsel with new elementary teachers.
2. Visit classrooms on a specified schedule.
3. Attend selected music performances.
4. Consult with teachers and principals.
5. Assist with the Music Education Advisory Council.
6. Provide grass-roots feedback from teachers in the classroom.
7. Respond to calls for assistance in curriculum and management.
8. Assist the Supervisor of Music as directed.

Budget considerations during the past year required reduction of this position to 0.5 from 0.8 contract.

In-Service/Staff Development

Teachers are beginning to meet for sharing on an informal basis. This healthy interchange is paving the way for formalized planning and sharing as a team.

During the past two years the following sessions were formally offered:

Leopold LaFosse

> Mr. LaFosse is the solo violinist at the University of Iowa. He provided commentary for all high school orchestras and presented a short lesson on violin performance which served as staff development for the string teachers.

Dr. Edwin Gordon Lectures

> Dr. Gordon addressed music and the young child, music aptitude testing, and music audiation for an extended day in November 1989.

March In-Service - 1989

> Guy Blair, Pella, explained the Pella Band System and his techniques for beginning band.

March In-Service - 1990

> Janet Barrett, University of Wisconsin shared strategies for music and Higher Order Thinking Skills (HOTS). Maestro Joseph Guinta shared his philosophy of music and education.

All Band teachers (elementary) recently shared strategies for beginning students on all instruments. String teachers have requested a similar session in the near future.

Projected November 1990

Kirk Smith, Iowa State Orchestra conductor, will be the guest clinician for our Middle School String Festival. This will serve as a model for all string teachers.

Professional Meetings

The music department is well represented at professional meetings throughout the state and beyond. Examples are:

Supervisor	Current president of Iowa Music Educators' Association	
	Music Educators' National Conference:	
	National Interim	Summer 1988
	North Central	Spring 1989
	North Central Leadership Training	Fall 1989
	National	Spring 1990
	Mid-West Band & Orchestra - Chicago	December 1989
	Iowa Band Masters	May 1988, 89, 90
	State Administrators of Iowa	August 1989
	Technology & the Arts	August 1990
	Heartland/IMEA Music Curriculum Writing Conference	September 1990
	"Aim for Excellence" Task Force	January 1989 September 1990
	Board of Iowa Alliance for Arts in Education	1986 - 1990

Two teachers on the Iowa Music Educators' Association State Board:
Jeannette Callahan - Conference Registration
Ramona Clark - Junior High Chairperson
Jerry Tolson and Linda Syalstad - recent board candidates

Over half of the band teachers are frequent attendees at the Iowa Bandmasters' Association.

Over half of the choral directors are frequent attendees of the Iowa choral directors convention each July.

String teachers are active in string organizations. Julia Clark (private Suzuki teacher at Woodlawn) is on the Suzuki in the Schools National Board.

Elementary teachers are frequent attendees of the local and regional Orff and Kodaly workshops. (Orff and Kodaly are men who founded elementary music methods.)

Phase III has made it possible for many teachers to finally be able financially to attend these valuable in-service meetings.

Many teachers are members and active participants in the Iowa Music Educators' Association (IMEA) and the Music Educators' National Conference (MENC). Des Moines has one of the largest percentages in the state.

Management System for Monitoring

All music teachers this year have been asked to formulate three individual goals for the school year. Elementary instrumental staff have been asked to direct one of their goals to retention of students. These will serve not only to direct focus on the teaching learning process but will provide meaningful input for the supervisor in regard to problems and priorities in each teaching situation.

Other Process Information

The teaching and learning process is indeed difficult to evaluate. For a large number of our students in music class, the process of nurturing may well be both more sought and important than the product we seek to produce. The supervisor continually urges faculty members to seek ways to encourage and care for students of all life situations in regard to the range of intellectual and musical ability and financial need.

Music education (Music Educators' National Conference about fifty years ago) promoted "Music for Every Child and Every Child for Music" but has not lived up to this promise. Teachers require constant reminders that we are to nurture the whole child as well as his/her music ability.

Product Evaluation

Testing

Testing of achievement is not done in a formal sense at this time but should perhaps be considered for specific check points in the near future. Standardized achievement testing is available but would require investment of money and instruction time. Reasons for administration include:

1) Accountability of instruction.
2) Comparison with national norms.
3) Information for teaching toward school needs.

Aptitude testing is utilized at this time for at least four reasons:

1) Realization of full range of potential in all schools.
2) Shaping of instruction to challenge general music classes and small group instrumental instruction and alleviates frustration.
3) Encouragement of instrumental music study for those of 50% or higher in either area.
4) Objective aiding in choice of instument for study.

The Intermediate Measures of Music Audiation (IMMA) is given to all third graders. This music aptitude measure tests the student's ability to hear rhythm and tonal differences. For example, of the 89 third graders at Monroe Elementary School, 61 students ranked 50 percentile or higher in tonal aptitude; 62 students ranked 50 percentile or higher in rhythm aptitude. Of the 70 third graders at Adams Elementary School, 34 students ranked 50 percentile or higher in tonal aptitude; 49 students ranked 50 percentile or higher in rhythm aptitude.

Elementary general music teachers test individual students on level-specific tonal and rhythm patterns.

The Instrumental Preference Test was given this fall to fourth grade students in two schools in a pilot effort to more closely align student choice of band instrument.

Elementary instrumental teachers were required last spring to submit names of all students, those retained in instrumental study, achievement of those retained, and comments.

Competitions - Regional and State

Des Moines music students have entered both individual and group competitions in the past year. Typical sampling is as follows:

- Des Moines Piano Festival
- Des Moines Solo/Ensemble Festival
- State IHSMA Contest
  - Marching Band
  - All-State
  - Solo/Ensemble
  - Large Group
- Specific festivals in and out of state
  - Valley High School Jazz Band
  - Hoover High School Jazz Band
  - 7th, 8th, 9th Grade Honor Band at Pella
  - Mid-Iowa Band Championships at Ankeny
  - Valleyfest Marching Band
  - Central College Honor Band at Pella
  - Iowa State Honor Band at Ames
  - High School Honor Band at Drake
  - Urbandale Show Choir
  - Drake University Jazz
  - Drake Relays Concert Band Festival - Adventureland
  - Iowa Jazz Championships, Des Moines

Schools choose appropriate competitions for their students. They are encouraged to participate in the Iowa High School Association All-State competition, solo/ensemble competition and large group competition. This offers students the opportunity to compete on an individual and ensemble level.

North Central Association (NCA) Evaluation

NCA evaluations have mentioned the concern of accessibility for students due to the six-period day and Central Academy. Mention has also been made of the absence of a non-performance course in music. These items have all been addressed in future plans as areas of concern. The NCA has usually been positive in regard to minority enrollment (especially chorus).

Supervisor's Observations

Evaluations of our product (music performance) have been the "tail that wagged the dog" in all schools - not just Des Moines. Most patrons want to see large groups (especially the marching band) but fail to see the worth of inclusive participation and process when the music group in question is not capable of performing at a high level.

Within each performance group at the secondary level, and indeed in all music groups, exists a very wide range of ability, achievement and commitment. Music students who are either high achievers or low achievers in music tend to become alienated by others (usually not the teacher) and are essentially "at-risk" in regard to further music involvement.

Informal assessment is a multi-faceted process that can often be made only by attention to subtleties. Parents and patrons quickly praise or complain, but students often cast their vote by disinterest or avoidance of activity in music.

One form of assessment exists in the comments from students of other schools as they positively or negatively view individuals and groups of musicians from our schools. Perhaps the most subtle of all is the question of commitment to music within the Des Moines Public Schools from fine potential applicants for secondary positions. In a recent search for superior candidates to work with outstanding students, the evaluation from one likely candidate was, "Des Moines needs to provide access for the multi-talented student through the eight-period day and administrative support on positions." Other subtle clues can be found in the number of students singing in church choirs because there is "no time for music in school."

A superior music program must exist as a triad: curriculum, teachers and sufficient students. Closing one's eyes to any of these factors gives rise to discouragement and perceived failure. All three areas are vital to music in Des Moines schools.

Future Planning

To provide for music in a world-class school district will require attention to at least the following areas.

1. Commitment to the music program.

   This appears not to be an issue, as we already have certified teachers, approved classes, facilities and equipment. The needs for a superior music program, however, go far beyond the accepted or minimal standards. Immediate needs are:

   A. Non-performance options in the high school. Schools throughout the country are designing courses for the variety of students who have not chosen performance as a viable option. Specific considerations for Des Moines include:

      1) Advanced history/music theory
      2) Music for the non-performance student
      3) Related arts/humanities designed for students of all levels of achievement

   B. Student time. This is a real concern. Access to music through an increased day would work wonders for performance groups. Another area that bears investigation is the middle school program. Eighth grade appears to have some roadblocks for instrumentalists if they choose to study a language and attend Central Academy. A way must be created to allow them to continue in a variety of levels.

      Time also means investigation of the sharing of talented students to allow them to take two courses simultaneously. This would prevent music dropout of the highly motivated student that all teachers prize.

   C. Equipment (including instruments) is a major concern and needs significant attention. Students (of recognized financial need) should be allowed to continue with instruments throughout their school career if desired. Instruments of all kinds are needing repair causing our repair bill to escalate. Major funding for replenishing of the instrumental inventory is of prime importance. Identification of students as recipients of school instruments must include attention to socio-economic status, music potential, and motivation to learn.

   D. Philosophy. The nuclear family desires music (as did the family of earlier years) but finds the time and money as roadblocks. To compensate for these changes, money alone is not the answer.

Music must begin to be viewed as both process and product in the nurturing of the whole child. This will involve the expenditure of time and money to enable the re-education of music teachers and the restructuring of the instructional system to allow sufficient music nurturing of the whole child to produce desired outcomes.

2. Teacher re-education and in-servicing as a specific group.

   The needs are not as yet being met in this area. Released time causes gaps in the learning process and summer money is too high to pay attendants. Teachers are seeking and deserve assistance in acquisition of up-dated music, psychological/social, and motivation strategies to effectively nurture the student of today.

3. Equipment (instruments updated).

   This area has been addressed in the commitment need, but needs attention in its own right. The decentralization of the recent past has placed restrictions on this area that need consideration. The district must plan for the acquisition of quality school instruments. Purchasing inferior instruments will not be an improvement in the long run.

4. Travel and enrichment funds.

   This needs to be addressed as the totalcommitment issue. The central budget must include the important items such as bussing, festivals, clinicians, projects, curriculum and music for special projects. This is a costly consideration. Iowa's Largest High School Band was an expense as will be the upcoming Middle School Orchestra Festival. (Music is almost $1000, even with some complimentary from a music store.)

Money alone does not ensure excellence. Much of the answer is planning and hard work. Money does, however, allow these essential partners to function.

Music education in the Des Moines schools is alive but has yet to achieve the vitality of which it is capable. Attention to the above mentioned future plans will allow the interlocking of students, patrons and teachers, thus propelling this city to stand as a model in music education.

Appendices

A. 1989/90 Elementary Instrumental Music Survey

B. Instrumental Enrollment Changes

C. Middle School Music Enrollment

D. High School Music Enrollment

E. High School Vocal and Instrumental Music Involvement

F. Total High School Music Involvement

G. Des Moines Solo Festival 1990

H. Solo/Ensemble Festival 1990

I. 1989-90 Decentralized Music Budget by School - Elementary

J. 1989-90 Decentralized Music Budget by School - Middle School

K. 1989-90 Decentralized Music Budget by School - High School

L. Elementary Schools and Music Teachers 1990-1991

M. Band Faculty 1990-1991

N. String Faculty 1990-1991

Appendix A - 1989/90 Elementary Instrumental Survey

SCHOOL	TOTAL BAND	TOTAL STRINGS	TOTAL INSTRUMENTAL	SCHOOL POP (4/5)	% IN INST. MUSIC	SCHOOL INST. USED		S/I % USED	S/I % USED
						BAND	STRING	BAND	STRING
	Students	Students	Students	Students	Students	Students	Students	Students	Students
Adams	48	14	62	131	47.33%	7	13	14.58%	92.86%
Brooks	4	11	15	117	12.82%	2	8	50.00%	72.73%
Cattell	15	8	23	100	23.00%	3	8	20.00%	100.00%
Douglas	52	11	63	180	35.00%	4	6	7.69%	54.55%
Edmunds	24	24	48	99	48.48%	6	18	25.00%	75.00%
Findley	24	4	28	79	35.44%	7	3	29.17%	75.00%
Garton	27	22	49	139	35.25%	5	16	18.52%	72.73%
Granger	20	12	32	104	30.77%	5	5	25.00%	41.67%
Greenwood	44	25	69	122	56.56%	8	7	18.18%	28.00%
Hanawalt	35	11	46	97	47.42%	0	8	0.00%	72.73%
Hillis	39	23	62	121	51.24%	6	22	15.38%	95.65%
Howe	27	11	38	104	36.54%	7	6	25.93%	54.55%
Hubbell	52	16	68	147	46.26%	2	12	3.85%	75.00%
Jackson	31	13	44	129	34.11%	2	9	6.45%	69.23%
Longfellow	28	15	43	80	53.75%	17	13	60.71%	86.67%
Lovejoy	27	13	40	90	44.44%	1	6	3.70%	46.15%
Lucas	13	10	23	77	29.87%	10	9	76.92%	90.00%
Madison	20	15	35	109	32.11%	7	11	35.00%	73.33%
Mann	14	6	20	58	34.48%	0	5	0.00%	83.33%
McKee	24	12	36	78	46.15%	6	10	25.00%	83.33%
McKinley	14	16	30	79	37.97%	2	15	14.29%	93.75%
Mitchell	33	15	48	96	50.00%	9	13	27.27%	86.67%
Monroe	64	26	90	225	40.00%	6	25	9.38%	96.15%
Moore	30	21	51	136	37.50%	2	20	6.67%	95.24%
Moulton	14	7	21	98	21.43%	13	7	92.86%	100.00%
Oak Park	30	13	43	107	40.19%	5	12	16.67%	92.31%
Park Avenue	69	14	83	186	44.62%	7	8	10.14%	57.14%
Perkins	90	21	111	215	51.63%	24	15	26.67%	71.43%
Pleasant Hill	49	6	55	93	59.14%	16	2	32.65%	33.33%
Stowe	28	8	36	129	27.91%	2	7	7.14%	87.50%
Studebaker	54	20	74	150	49.33%	7	11	12.96%	55.00%
Wallace	32	13	45	100	45.00%	10	12	31.25%	92.31%
Watrous	28	19	47	125	37.60%	1	11	3.57%	57.89%

Appendix A - 1989/90 Elementary Instrumental Survey

	TOTAL	TOTAL	TOTAL	SCHOOL	% IN	SCHOOL INST. USED		S/I % USED	S/I % USED
SCHOOL	BAND	STRINGS	INSTRUMENTAL	POP (4/5)	INST. MUSIC	BAND	STRING	BAND	STRING
Willard	30	10	40	134	29.85%	10	8	33.33%	80.00%
Windsor	67	20	87	163	53.37%	1	2		10.00%
Woodlawn	39	13	52	142	36.62%	10	13	25.64%	100.00%
Wright	46	10	56	113	49.56%	8	5	17.39%	50.00%

Appendix B - Instrumental Enrollment Changes

	88/89	88/89	88/89	89/90	89/90	89/90	CHANGE		
SCHOOL	BAND	STRING	TOTAL	BAND	STRING	TOTAL	B	S	T
ADAMS	22	16	38	48	14	62	26	-2	24
BROOKS	23	13	46	4	11	15	-19	-2	-21
CATTELL	18	11	29	15	8	23	-3	-3	-6
DOUGLAS	44	6	50	52	11	63	8	5	13
EDMUNDS	18	19	37	24	24	48	6	5	11
FINDLEY				24	4	28			
GARTON	24	14	38	27	22	49	3	8	11
GRANGER	21	18	39	20	12	32	-1	-6	-7
GREENWOOD	66	10	76	44	25	69	-22	15	-7
HANAWALT	40	8	48	35	11	46	-5	3	-2
HILLIS	45	31	76	39	23	62	-6	-8	-14
HOWE		10		27	11	38			
HUBBELL	46	20	66	52	16	68	6	-4	2
JACKSON		8		31	13	44			
WRIGHT	41	11	52	46	10	56	5	-1	4
PERKINS	71	16	87	90	21	111	19	5	24
LONGFELLOW	21	14	35	28	15	43	7	1	8
LOVEJOY	33	5	38	27	13	40	-6	8	2
LUCAS	22	12	34	13	10	23	-9	-2	-11
MADISON	25	10	35	20	15	35	-5	5	0
MANN	12	10	22	14	6	20	2	-4	-2
MCKEE	24	14	38	24	12	36	0	-2	-2
MCKINLEY	20	21	41	14	16	30	-6	-5	-11
MITCHELL	27	16	43	33	15	48	6	-1	5
MONROE	42	28	70	64	26	90	22	-2	20
MOORE	23	24	47	30	21	51	7	-3	4
MOULTON	16	12	28	14	7	21	-2	-5	-7
OAK PARK	31	7	38	30	13	43	-1	6	5
PARK AVENUE	59	16	75	69	14	83	10	-2	8
PLEASANT HIL	39	6	45	49	6	55	10	0	10
STOWE	18	14	32	28	8	36	10	-6	4
STUDEBAKER	49	15	64	54	20	74	5	5	10
WALLACE	18	18	36	32	13	45	14	-5	9
WATROUS	17	18	35	28	19	47	11	1	12
WILLARD	22	11	33	30	10	40	8	-1	7
WINDSOR	42	12	54	67	20	87	25	8	33
WOODLAWN	42	21	63	39	13	52	-3	-8	-11
Totals				1285	528	1813			

Appendix C

Elective Middle School Enrollment - Fall 1990

School	Vocal	Band	Orchestra
Brody	72	118	21
Callanan	132	70	28
Goodrell	246	45	20
Harding	103	48	29
Hiatt	27	68	18
Hoyt	106	69	14
McCombs	89	66	19
Meredith	67	123	44
Merrill	108	112	28
Weeks	257[1]	115	27

1 - Weeks also has a bell choir of 16.

Appendix D

High School Music Enrollment

High School	Choral		Band		Jazz Band		Strings	
	1987	1990	1987	1990	1987	1990	1987	1990
East	223	128	94	92	12	12	23	12
North	82	79	50	54	12	8	9	12
Lincoln	312	286	134	119	59	47	15	19
Roosevelt	206	201	49	64	18	14	22	16
Hoover	124	132	93	74	34	9	17	10

Appendix E

High School Vocal and Instrumental Music Involvement

Fall 1987 Fall 1990

High School	Instrumental		Vocal		Total	
	87-88	90-91	87-88	90-91	87-88	90-91
East	117	104	223	128	340	232
North	59	66	82	79	141	145
Lincoln	149	138	312	286	461	424
Roosevelt	71	80	206	201	277	281
Hoover	110	84	124	132	234	216

These figures do not include Jazz Band since Jazz Band members are required to be members of the Concert Band.

Appendix F

Total High School Music Involvement

Fall 1987 and Fall 1990

High School	Total in 1987	Percentage in Music	Total September 1, 1990	Percentage in Music
East	2,043	17	1,828	13
North	842	17	969	15
Lincoln	2,317	20	1,968	22
Roosevelt	1,389	20	1,275	22
Hoover	1,142	20	922	23

These figures do not include Jazz Band since Jazz Band members are required to be members of the Concert Band.

Appendix G

Des Moines Solo Festival 1990

The Des Moines Solo Festival provides an opportunity for students to perform in a non-threatening situation for positive criticism. There are no ratings at the elementary level, and all participants receive a ribbon.

The following schools had 50% or more of the instrumental students participating in the solo festival:

1. Cattell
2. Douglas
3. Edmunds*
4. Findley*
5. Garton*
6. Granger
7. Greenwood
8. Hanawalt*
9. Hillis*
10. Howe
11. Hubbell
12. Jackson
13. Perkins
15. Lovejoy*
15. Madison
16. McKee
17. McKinley
18. Monroe
19. Moore
20. Moulton
21. Oak Park
22. Studebaker
23. Watrous
24. Woodlawn*

* Indicates those schools with 75% or more participation.

Appendix H - Des Moines Solo/Ensemble Festival, 1990

SCHOOL	ELEMENTARY BAND	ELEMENTARY STRING	SCHOOL	SECONDARY BAND	SECONDARY STRING
Adams	15	8	Brody	98	22
Brooks	1	1	Callanan	39	19
Cattell	11	4	Goodrell	41	6
Douglas	31	10	Harding	44	17
Edmunds	19	18	Hiatt	42	5
Findley	19	6	Hoyt	21	13
Garton	24	20	McCombs	5	20
Granger	12	9	Meredith	27	35
Greenwood	29	15	Merrill	68	25
Hanawalt	33	8	Weeks	115	30
Hillis	31	19			
Howe	18	8	TOTAL	500	192
Hubbell	26	12			
Jackson	17	9			
Perkins	63	13			
Longfellow	4	0			
Lovejoy	23	10			
Lucas	4	5			
Madison	15	8			
Mann	8	0	East	0	4
McKee	17	11	Hoover	4	0
McKinley	5	14	Lincoln	16	0
Mitchell	12	11	North	0	8
Monroe	33	18	Roosevelt	3	3
Moore	21	17			
Moulton	8	3	TOTAL	23	15
Oak Park	18	4			
Park Avenue	17	12			
Pleasant Hill	23	2			
Stowe	10	6			
Studebaker	32	20			
Wallace	4	3			
Watrous	24	4			
Willard	11	5			
Windsor	7	10			
Woodlawn	23	18			
Wright	13	10			
TOTAL	681	351			

Appendix I

Decentralized Music Budget by School - Elementary*

1989-90

School	Total Appropriated	Total Expended
Adams	$100.00	$ 0
Cattell	163.00	162.90
Edmunds	100.00	0
Findley	200.00	177.03
Garton	100.00	101.91
Granger	100.00	140.52
Hanawalt	100.00	86.10
Hillis	300.00	308.64
Howe	35.00	34.50
Hubbell	200.00	154.04
Longfellow	100.00	66.41
Lovejoy	200.00	207.76
Lucas	66.00	63.65
Madison	473.00	472.18
Mann	200.00	150.00
McKee	50.00	47.89
McKinley	150.00	80.59
Mitchell	33.00	33.35
Monroe	400.00	413.57
Moore	275.00	0
Moulton	100.00	408.52
Oak Park	75.00	75.00
Park Avenue	290.00	51.08
Perkins	100.00	0
Phillips	150.00	95.44
Rice	54.00	29.03
Studebaker	100.00	92.63
Wallace	135.00	79.49
Watrous	100.00	79.94
Willard	200.00	171.00
Windsor	300.00	0

*Figures obtained from the Business and Financial Office.

Appendix J

Decentralized Music Budget by School - Middle School*

1989-90

School	Vocal		Instrumental	
	Appropriated	Expended	Appropriated	Expended
Brody	$ 981.00	$ 461.41	$1,451.00	$1,235.92
Hoyt	300.00	300.00	340.00	340.25
McCombs	600.00	523.91	1,271.00	1,141.52
Meredith	990.00	838.33	900.00	938.54
Merrill	1,370.00	1,150.17	2,241.00	1,327.03
Weeks	262.00	261.90	259.00	258.20
Callanan			2,000.00	1,983.89
Goodrell			1,300.00	1,222.20
Harding			865.00	864.76
Hiatt			600.00	571.32
Van Meter	Not available		Not available	

*Figures obtained from the Business and Financial Office.

Appendix K

Decentralized Music Budget by School - High School*
1989-90

High School		10-064 Vocal		10-067 Instrumental		Total	
		1984-85	1989-90	1984-85	1989-90	1984-85	1989-90
Lincoln	Appropriated	$2,656.00	$2,600.00	$10,000.00	$11,000.00	$12,656.00	$13,600.00
	Expended	3,243.60	2,599.00	4,865.68	12,200.00	8,109.28	14,799.00
Hoover	Appropriated	2,150.00	2,040.00	4,350.00	3,400.00	6,500.00	5,440.00
	Expended	1,871.22	2,040.00	5,027.16	2,994.06	6,898.38	5,034.06
East	Appropriated	1,347.00	2,250.00	2,930.00	3,500.00	4,277.00	5,750.00
	Expended	1,346.12	2,250.00	3,191.53	3,499.40	4,537.65	5,749.40
North	Appropriated	1,000.00	1,000.00	1,000.00	2,100.00	2,000.00	3,100.00
	Expended	999.44	995.14	2,461.67	2,573.10	3,461.11	3,568.24
Roosevelt	Appropriated	900.00	940.00	1,575.00	1,598.00	2,475.00	2,538.00
	Expended	895.66	936.67	1,584.99	1,702.29	2,480.65	2,638.96

*Figures obtained from the Business and Financial Office.

Appendix L - Elementary Schools and Teachers 1990-1991

School	Band	String	Vocal
Adams	Westervall	Conrad, D.	Spurlin
Brooks	Maughn	Miller	Brown-Brickert
Cattell	McLaughlin	Reid	Bjork/Leaders
Cowles	none	none	Herren
Douglas	Elliott	Conrad, D.	Williams, B.
Edmunds	Light	Devick	Bowerman
Findley	McLaughlin	Reid	Callaghan/Leaders
Garton	Maughn	Conrad, C.	Oliver
Granger	Hewus	Sieberns, T.	Jamison
Greenwood	Westervall	Devick	Roerig
Hanawalt	Light	Miller	Douglas
Hillis	Light	Carlson	Jensen
Howe	Hewus	Sieberns, T.	Bennink/Williams, S.
Hubbell	Houck	Brauninger	Reed
Jackson	Hewus	Sieberns, T.	Bennink
Jefferson	none	none	Jones, J.
King	none	none	Jones, J./Douglas
Longfellow	Day	Sieberns, D.	Harvey/King
Lovejoy	Light	Light	Long
Lucas	Houck	Sieberns, D.	Harvey
Madison	McLaughlin	Reid	Callaghan
Mann	Houck	Sieberns, D.	Jamison/Svalstad
McKee	Elliott	Conrad, C.	Hupton
McKinley	Houck	Brauninger	Jones, M.
Mitchell	Bees	Sieberns, D.	Long
Monroe	Bowden	Conrad, D.	Trump
Moore	Settle	Carlson	Heeren
Moulton	Maughn	Brauninger	Baker/Holthaus
Oak Park	McLaughlin	Reid	Olson
Park Avenue	Ware	Conrad, C.	Lindfield/Reed
Perkins	Westervall	Carlson	Myers
Phillips	none	none	Holthaus
Pleasant Hill	Day	Sieberns, D.	McCaull
Rice	none	none	Peterson
Stowe	Houck	Conrad, C.	McCaull/Hupton
Studebaker	Bees	Webster	Eck
Wallace	Day	Sieberns, D.	Jones, M./Spurlin
Watrous	Light	Sieberns, D.	Svalstad
Willard	Houck	Conrad, C.	Brown/Brickert/King
Windsor	Settle	Miller	Gettys
Woodlawn	Bowden	Carlson	Schwarz
Wright	Ware	Webster	Williams, S.

Appendix M - Band Faculty 1990 - 1991

Bees MS - McCombs ES - Mitchell Studebaker	Bowden MS - Callanan ES - Monroe Woodlawn	Day MS - Hiatt ES - Longfellow Pleasant Hill Wallace
Elliott MS - Hoyt ES - Douglas McKee	Hansen HS - Lincoln	Hewus MS - Weeks ES - Granger Howe Jackson
Houck ES - Hubbell Lucas Mann McKinley Stowe Willard	Killinger HS - Lincoln	Light ES - Edmunds Hanawalt Hillis Lovejoy Watrous
Maughn MS - Goodrell ES - Brooks Garton Moulton	McLaughlin MS - Harding ES - Cattell Findley Madison Oak Park	Scott HS - North
Settle MS - Meredith ES - Moore Windsor	Swartz HS - East MS - Goodrell	Tolson HS - Hoover
Ware MS - Brody ES - Wright Park Avenue	Westervall ES - Adams Greenwood Perkins	Wolfe HS - Roosevelt MS - Merrill

Appendix N - String Faculty 1990 - 1991

Brauninger HS - East HS - Roosevelt MS - Hoyt ES - Hubbell McKinley Moulton	Carlson ES - Hillis Moore Perkins Woodlawn	Conrad, C. MS - Goodrell ES - Garton McKee Park Avenue Stowe Willard
Conrad, D. HS - Hoover MS - Meredith ES - Adams Douglas Monroe	Devick MS - Callanan ES - Edmunds Greenwood	Light ES - Lovejoy
Miller MS - Merrill ES - Brooks Hanawalt Windsor	Reid HS - North MS - Harding ES - Cattell Findley Oak Park Madison	Sieberns, D. MS - Hiatt ES - Longfellow Lucas Mann Mitchell Pleasant Hill Wallace Watrous
Sieberns, T. MS - Weeks ES - Granger Howe Jackson	Webster, Don HS - Lincoln MS - Brody McCombs ES - Studebaker Wright	